DOCUMENT RESUME

ED 279 471 RC 016 143

AUTHOR	Lawless, Ken
TITLE	Language Arts: The Intricate Interplay of Reading, Writing and Speech. Harvesting the Harvesters. Book 6.
INSTITUTION	State Univ. of New York, Potsdam. Coll. at Potsdam.
SPONS AGENCY	Department of Education, Washington, DC.; New York State Education Dept., Albany. Bureau of Migrant Education.
PUB DATE	Oct 86
NOTE	17p.; For related documents, see RC 016 138-147. Photographs may not reproduce well.
AVAILABLE FROM	School of Professional Studies, Potsdam College, Potsdam, NY 13676.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Communication Skills; Correspondence Study; Elementary Secondary Education; Individualized Reading; Inservice Teacher Education; *Language Arts; Language Experience Approach; Migrant Children; *Migrant Education; Migrant Problems; Migrant Workers; Preservice Teacher Education; *Reading Instruction; Reading Readiness; Reading Tests; *Teaching Methods; Units of Study; Verbal Ability; Vocabulary Skills; *Writing Instruction
IDENTIFIERS	Migrant Educators National Training OutReach

ABSTRACT

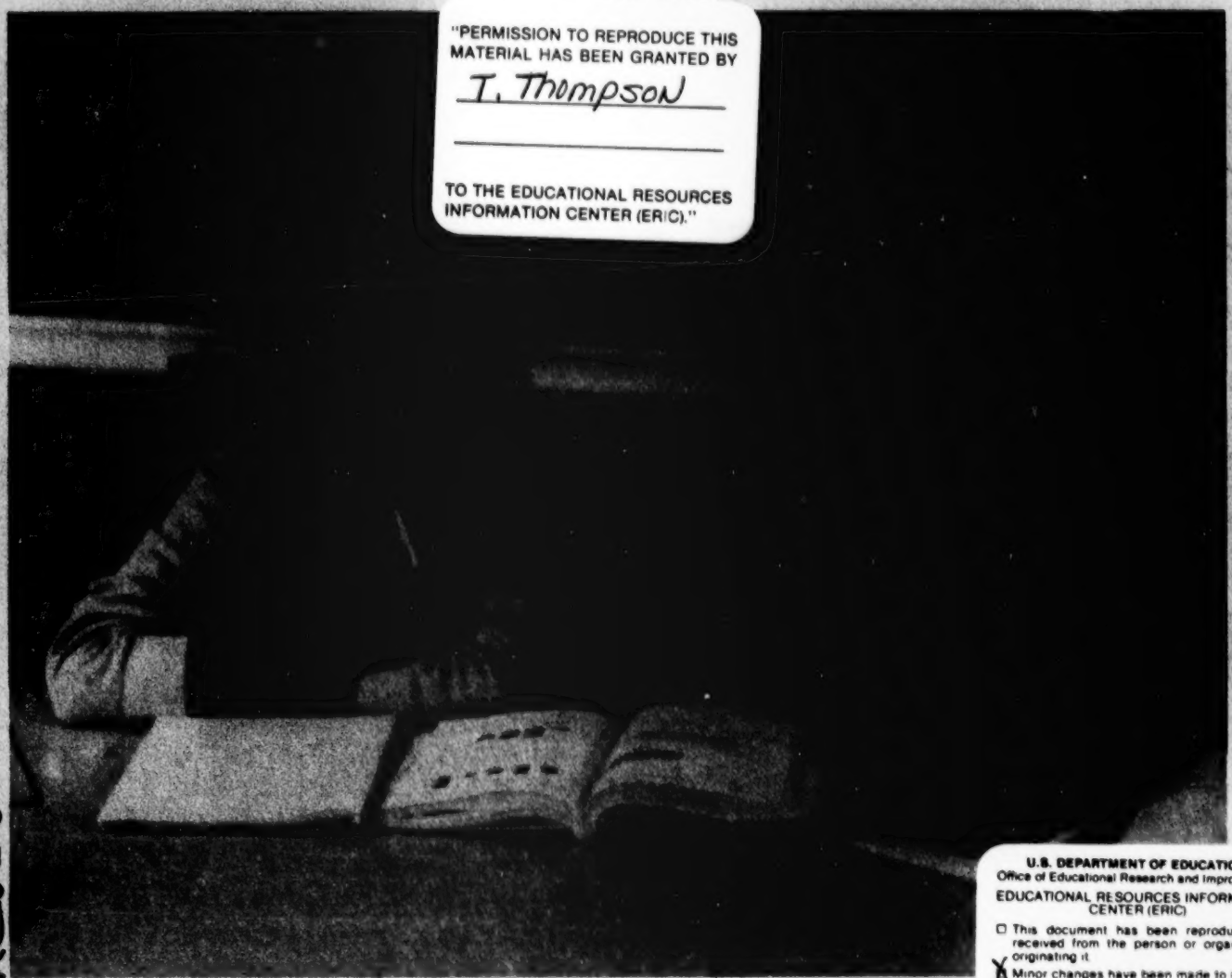
The sixth in a series of 10 study units for a Migrant Educators' National Training OutReach (MENTOR) correspondence course examines the role of speech, reading, and writing in migrant education and suggests approaches to teaching reading and writing which use group activities and individualized evaluation. Designed to be used in preservice or inservice teacher education, the unit establishes reading as the key to learning and oral comprehension as the prerequisite to reading. Excerpts from research reports explain that poor children respond to concrete stimuli better than to abstract stimuli such as words and describe the intellectual challenges of moving from concrete toward symbolic in learning how to read. The unit describes an individualized reading program using concepts of seeking, self-selection, and pacing and involving room reorganization, unit themes and student activities, individual conferences and recordkeeping. Another described teaching method, the language experience approach, uses students' language and experience to create reading materials with follow-up activities in vocabulary, word-attack skills, and comprehension. The unit discusses correct usage versus effective communication, storytelling, solving the blank page problem, the importance of trust in fostering creativity, and the value of vernacular English. A 29-item bibliography and addresses of state offices of migrant education are included. (LFL)

HARVESTING the HARVESTERS

LANGUAGE ARTS
The Intricate Interplay of Reading, Writing and Speech

October 1986

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
T. Thompson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



RC016143

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
X Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Reading is not a duty, and consequently has no business being made disagreeable.

Augustine Birrell

BEST COPY AVAILABLE

MENTOR is a 143 Project supported by the U.S. Department of Education in conjunction with the New York State Education Department.

U.S. Department of Education
Washington, D.C. 20202

Ronald Reagan, *President of the United States*
William H. Bennett, Secretary of Education
John Staehle, *Director,*
Office of Migrant Education

Madeline Boema,
Education Program Specialist

Melvin McNeil, *Contract Specialist*

New York State Department of Education
Upstate Regional Offices and Migrant Unit
Albany, NY 12234

Richard A. Bove, *Chief*
Barbara Martinage, *Assistant*
Leo Denault, *Assistant*

MENTOR
Potsdam College
Potsdam, NY 13676

Dr. William Q. Davis, *Director*
Ken Lawless, *Curriculum Specialist*
Kathleen Lisi, *Administrative Assistant*

MENTOR Editorial Consultants

MENTOR wishes to thank the hundreds of people who volunteered to help the project with advice, encouragement, materials, and expertise of all sorts.

Luz C. Rodriguez Alvino
Urbana, IL

Dr. Joan Basile Jackson
Georgia Learning Resources System
Augusta, GA

Dr. Gary Bitter
Arizona State University
Tempe, AZ

Carol Blevins
Buckingham County Public School
Buckingham, VA

Dr. Richard Bonnabeau
Empire State College
Saratoga Springs, NY

Donald L. Carter
North Carolina
Migrant Education Program
Raleigh, NC

Dr. James Cummins
Ontario Institute for Studies in Education
Toronto, Ontario

I. Lorraine Davis
Wisconsin Department of Public Instruction
Madison, WI

Hilda Escobar
ESC Region I
Edinburg, TX

Susan Espinosa
Washington Elementary School
Woodburn, OR

Irma Guerra
Bureau of Human Resources
Madison, WI

Garland Hill
North Carolina Migrant Education Program
Raleigh, NC

Dr. Stephan L. Jackson
San Antonio, TX

H. Wayne Johnson
Olympia, WA

Helen L. Johnston
Author
Bethesda, MD

Edward Kinzel
Billings, MT

Herbert Kohl
Author
Point Arena, CA

Dr. Nicholas La Gattuta
Office of Continuing Education
Geneseo, NY

Alfredo Morales Lugo
Oregon Migrant Education Service Center
Salem, OR

Robert Lynch
Geneseo Migrant Center
Geneseo, NY

Marguerite McLean
Curriculum Generalist, Migrant Education
Mount Vernon, WA

Dr. Frank T. O'Hearn
Jefferson County School District 509-J
Madras, OR

Dr. Leonard Olguin
California State University
Long Beach, CA

Dr. Carlos J. Ovando
University of Alaska
Anchorage, AK

Manuel Perez
Oregon Legal Services Corporation
Ontario, OR

Dr. Manuel Recio
Pennsylvania Department of Educaiton
Harrisburg, PA

Dr. Michael Reed
Pennsylvania Migrant Program
Harrisburg, PA

Dr. Dorothy Rich
Home and School Institute
Washington, DC

Cecilia Santa Anna
Migrant Director
Lansing, MI

Ginger L. Schlegel
Region II Migrant Service Center
Prairie Grove, AR

Lyndon Searfoss
Arizona State University
Tempe, AZ

Dr. Nicholas J. Silvaroli
Arizona State University
Tempe, AZ

Don Snedeker
National University
San Jose, Costa Rica

Yolanda Tavera
Gervais Grade School
Gervais, OR

Dr. Thomas Gonzales
President, Linn-Benton Community College
Albany, OR

Idolina Vela
Pharr/San Juan/Alamo
Independent School District
Pharr, TX

Dr. Felipe Veloz
Eastern Oregon State College
LaGrande, OR

Ruby Wigginton
Wynne High School
Wynne, AR

Dr. Stanley Charnofsky
California State University
Northridge, CA

Dr. Francisco Cordasco
Montclair State College
Upper Montclair, NJ

Grace Halsell
Author
Washington, D.C.

Jane Hunt
Statewide Services Coordinator
Buckeye, AZ

Frank Pialorsi
Center for ESL
Tuscon, AZ

Potsdam College of the State University of New York

MENTOR wishes to thank the dozens of people at Potsdam College whose help was invaluable.

Clifton Wharton
Chancellor
State University of NY

Dr. Humphrey Tonkin
President
Potsdam College

Dr. Harvey Smith
Dean
School of Professional Studies

Kathleen Sukanek
Director
Research Foundation

The Migrant Network

East Coast Farmworkers Support Network
PO Box 1633
Raleigh, NC 27602

East Coast Migrant Health Project
1234 Massachusetts Avenue, NW, Room 623
Washington, DC 20005

East Coast Migrant Head Start Project
1401 Wilson Boulevard
Arlington, VA 22209

National Migrant Workers Council
29000 Eleven Mile Road
Farmington Hills, MI 48018

CAPR/CAPM
Ms. Pat Sherman
Ella Van Hoesen, B-105
SUC at Cortland
Cortland, NY 13045
607 753-4706

ESCAPE
Mr. Oscar Larson
Family Life Development Center
Cornell University
607 255-7794

CHOICE
Ms. Margaret Taylor
P.O. Box 250
New Paltz, NY 12561
914 257-2117

Step Beyond
Ms. Jane Snell
Ella Van Hoesen, B-105
SUC at Cortland
Cortland, NY 13045
607 753-4704

Project CHILD
Ms. Gloria Mattera
P.O. Box 70
Geneseo, NY 14454
716 245-5681

DISNET
Mr. Dwight Jones
P.O. Box 529
Nashville, AR 71852
501 845-3220

MEMO
Mr. Al Wright
P.O. Box 94064
Baton Rouge, LA 70804
504 342-3517

Mississippi Resource Center
Ms. Brenda Pounds
P.O. Box 220
Gulfport, MS 39501
601 896-1211

TEACH, MERLIN, HAPPIER,
Project CARE,
MR. ROGERS
333 Market Street
Harrisburg, PA 17126
717 783-7093

HEP/CAMP National Evaluation Project
Dr. Gary L. Riley
California State University Fresno
Joyal Administration, Room 224
Fresno, CA 93740
209 294-2541

BEST COPY AVAILABLE

Children need to be talkers before they can become reader.
Nancy Larrick,
A Parent's Guide to Children's Reading

Caveat Emptor

Reading is a complicated subject and this is a very limited format. Q.E.D., we are going to skim across thin ice over a very deep matter. Before we begin, you deserve to be warned that this little book cannot devote much space to the specific problem of bilingualism, which must be given its own cursory examination in a later book in this series. That said, and recognizing the passions bilingualism is capable of arousing, we must begin by warning that reading is a very sophisticated skill involving the mastery of complex and abstract symbols. Reading ought not be emphasized until after the spoken language is mastered. Attempts to teach reading and writing before speech will either fail or boomerang, producing short-term results at the cost of long-range problems. Susan Espinosa says, "Oral comprehension of words is necessary before reading. Mention not teaching English reading until the child can comprehend the language."

Silvaroli and Wheelock agree that language must precede reading and writing. Dr. Silvaroli, who was so generous in letting us use his material for this course, specifically asked that we call your attention to this passage:

There exists a world of phenomena which surrounds us as we experience it. We symbolize this world of phenomena as we experience it with language. Therefore, the following construct is derived: Language symbolizes our world of experience.

Printing (or writing) is the system which enables us to graphically represent our language. This leads us to the second language development construct: Print symbolizes our language.

It follows, then, that language must precede writing and, therefore, reading. Children's use of language expressing their own thoughts reveals much about their language background and how well that background is suited to the task of learning to read.

Since the Supreme Court ruling in the Lau v. Nichols *action it is now illegal to fail to take appropriate action to overcome language barriers. It is no longer just good educational practice to have adequate language development precede learning to read—it is now a matter of law.*

Remember too the cautionary warning of Dr. James Cummins that language mastery reveals itself in two stages, the former able to deal comfortably with social situations but only the second capable of coping adequately with abstractions and cognitive skills. Children must not only comprehend and speak English, they must have done so long enough to obtain that deeper mastery. Complicated as the bilingualism issue may be politically, pedagogically it seems established that it is a serious error to emphasize reading and writing with students whose command of the oral language is superficial.

Experience is basic to all communication. The development of language abilities follows the sequence from experience to the formation of concepts and ideas to the use of language labels to symbolize these ideas. There is no meaning in the language labels as such, but only in the experience upon which they are based.
Silvaroli and Wheelock

The Key to Learning

Reading is the key to learning, the *sine qua non* of education. All the self-esteem development and vocational training in the world will not suffice if the student cannot read well. There is no excuse for failure to improve reading skills as one cannot blame cultural or economic factors. Migrant students, poor people, ethnics, every group qua group has proven its ability to read.

There is no single "best" method or any "best" materials. We urge you to work on reading in ways that are consistent with approaches shown to work with migrants: individualized, small group oriented, self-actualizing, intellectually challenging.

A favorite question haunting American education for decades has been, "Why can't Johnny read?" In Migrant Education, that might be "Why can't Juan read?," but the point is the same. We have had a problem with reading for a long time, with debates sometimes offering more heat than light. We agree with those who would sidestep theoretical debates to emphasize practical classroom behavior. One scholar, R. Dykstra, said twenty years ago that "Future research should center on teacher and learning characteristics rather than on methods and materials." That sentiment was echoed by George Dennison in *The Lives of Children:*

Tolstoy experimented considerably with curriculum and methods of teaching. If these experiments seem less relevant to our situation today, it is because we have already invested immense labors of research in these matters. We are not at a loss for structured curriculum, and there is no lack of variety and refinement in materials and methods. We lack only the essentials: a working relationship between school and community.

One last observation of Tolstoy's is worth stressing here—since America is uniquely cursed with a reading problem—and this is that learning to read is not difficult, but easy. What is needed, is to remove the obstacles that prevent reading from assuming its inherent relationship with speech, and cease the practices that destroy the motivation which for this subject is ordinarily strong and deep.

That emphasis on the importance of speech echoes through the literature on Migrant Education. On quite another level, we find considerations about the very purpose of education. Unless we can teach the children of the poor to read, we are using the public schools to perpetuate their servile status. Herbert Kohl puts the problem this way:

In rethinking what basic skills should be provided for our children, we have to rethink the goals of public education. This means dealing with the same basic question the founders of our republic struggled with: What kind of a democracy are we to become?

I believe that debates about basic skills are not over the nature or quality of education. They are disagreements over what kind of adults we want our children to become and about how much responsibility we are willing to assume for the education of other people's children. The question then is whether we have the will to make democracy happen.

James Herndon wrote *How to Survive in Your Native Land* to describe an educational experiment that placed great emphasis on reading. He said, "We decided that we would teach reading because the kids couldn't read well, and because you had to be able to read in America in order to be equal." Your

students may not read well, either, and they must master the skill if they are to be equal.

> *If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be.*
>
> Thomas Jefferson

No Magic Method

This workbook is heavily indebted to *Teaching Reading: A Decision-Making Process* by Nicholas J. Silvaroli of Arizona State University and Warren H. Wheelock of the University of Missouri at Kansas City. Here is what they say about the competing claims of various methods:

Research has shown that there is not one best method or program for developing independence in word recognition. "No method was especially effective or ineffective for pupils of high or low readiness as measured by tests of intelligence, auditory discrimination, and letter knowledge."

It is our feeling that the "whole-word versus part-word" argument is a tired one and an overdone one in public education. In a classroom situation, it seems unrealistic to fight the outmoded battle of part versus whole. It seems much more reasonable to deal with the concept of whole and part; the ability to hold the whole word and simultaneously attend to the parts within the word.

It is not our intention to praise or find fault with any existing reading method. In fact, we believe that the following assumptions are basic to teaching reading as a decision-making process:

1. *The teacher is the primary factor in any reading program. The commercial method employed is, at best, only a secondary factor.*
2. *Existing commercial reading programs must be adapted or adjusted by the teacher to fit the needs of the individual classroom.*

Silvaroli and Wheelock go on to say that teachers ought to be involved in selecting commercial programs, and ought to be experts in learning theory. This would be ideal, but you may find yourself teaching with materials selected by someone else, and before you are an expert in learning theory. If so, remember the wise advice of the *Hitchhiker's Guide to the Galaxy*: "Don't panic." If you adapt them to the needs of your classroom, you can work with available or required materials. Have confidence in yourself and your students. Feel free to skip things that seem boring or to introduce materials selected by yourself and your students.

A Touch of Theory

First, the poor are not necessarily less verbal than the more affluent, but they do tend to respond to concrete stimuli better than abstract ones. This is from Frank Riessman's *The Culturally Deprived Child:*

The Institute for Developmental Studies, under Martin Deutsch, conducted a series of investigations of the language patterns of deprived children. Preliminary findings, while not conclusive, are suggestive:

In our own study, we have already encountered interesting surprises. We assumed that the lower-class child, when confronted with a word-association task, will respond in a somewhat stereotyped or rigid manner; instead we find that both first and fifth grade lower-class children give rich associations that sometimes lack logical continuity. Example: to the stimulus word "home," one of our subjects associated, "well, living with your mother and father, and taking care of it so the ceilings won't fall down, just like my house almost the whole ceiling is falling down. If you want a good home, you have to get all the furniture that belongs in the home." Thus, it is possible that the oft-stated conclusion on the verbal impoverishment of the child from the culturally deprived home is most striking when he is presented with highly structured tasks, and that verbal enrichment techniques, which take advantage of his freer flow of language in more unstructured situations, may help him to meet his language and scholastic potential.

Deutsch's staff utilizes a novel technique to elicit the child's spontaneous language, which in the case of the deprived child seems to be more developed than might be expected. The child is presented with a large toy clown; the clown's nose lights up when the child talks, and the child is free to choose his topic, or even to repeat himself; the clown's nose fails to light up when the child is silent, and the child is told this means the clown is sad. Deprived children are much more verbally expressive in this situation.

Other findings reported by the Institute are:

1. *Deprived children appear to be poor in the use of verbs, but much better with descriptive adjectives.*
2. *Deprived children seem to understand more language than they speak (their "receptive" linguistic ability is much better than their "expressive" language.)*
3. *Deprived children demonstrate a surprising ability for fantasy (as seen in the clown situation).*
4. *Deprived children express themselves best in spontaneous unstructured situations.*

In role-playing sessions we have had occasion to observe that the verbal performance of deprived children is markedly improved in the discussion period following the session. When talking about some action they have seen, deprived children are apparently able to verbalize much more fully. Typically they do not verbalize well in response to words alone. They express themselves more readily when reacting to things they can see and do. Words as stimuli are not sufficient for them as a rule. Ask a juvenile delinquent who comes from a disadvantaged background what he doesn't like about school or the teacher and you will get an abbreviated, inarticulate reply. But have a group of these youngsters act out a school scene in which someone plays the teacher, and you will discover a stream of verbal consciousness that is almost impossible to shut off.

Words and Creativity

Irving Taylor, formerly Project Coordinator on the staff of the Institute for Developmental Studies, has some novel ideas about untapped creative potential in disadvantaged children. He believes that these children are not nearly so non-verbal as is generally thought. He says that they use words in a different way and are not as dependent on words for their sole form of communication, but that nevertheless they are imaginative at the verbal level.

All children, not merely the children of the poor, must make the transition from a purely concrete world into an increasingly abstract one of symbols and concepts. Affluent children tend to have an advantage because of the richer repertoire of experience described by Michael Reed. Here is a description of the intellectual challenge

all potential readers face in moving from the concrete toward the symbolic (from Silvaroli/Wheelock):

Before youngsters start to school, they operate in a three-dimensional environment. They see such things as chairs, dishes, toys, and animals in a variety of positions. But they still retain the object's basic identity. The chair is still a chair even though it is tipped over. The cat is still a cat even though it is looking sideways. This is a three-dimensional environment where objects maintain their identity despite changes in their basic positions.

Now the youngster starts to school. The teacher presents the letter b. The child may call it a d, having not yet learned that a change in position of a letter also changes its identity. We know this symbol as "b" when the circle part of the symbol faces to the right. Now we take that same basic symbol but this time we face the circle to the left—d. In this position we call it a "d". This contradicts the three-dimensional world of the preschooler, where a cat is a cat no matter which way it faces.

Many of the daily lessons used in first grade are based on generalization learning, and it is assumed that an equal number are based on discrimination learning. A number of experiments found in basic texts in psychology are based on generalization and discrimination learning. As a result, it may be that teachers tend to isolate these learning functions and view them as separate learning functions. While these are separate learning functions, our observations suggest that both functions must operate simultaneously during word recognition. Although we provide separate generalization and discrimination lessons, the teacher must keep in mind that these two types of learning function in tandem during word recognition.

An understanding of the simultaneous function of generalization and discrimination learning appears to lead to the construct: The initial process in reading involves the ability to hold the whole word and simultaneously attend to the parts within the word.

Reading educators have discussed whole-word learning (Gestalt psychology) versus part-word learning (Behavioral psychology) for the past several decades. We believe that these attempts to clarify word recognition might actually interfere with a teacher's basic understanding of this process.

Those who tend of favor the "parts" theory are considered phonic-oriented, or code-oriented. Those who favor the "whole-word" theory are considered traditionally basal, or basic-reader, oriented.

Rather than rehash the timeworn argument of part versus whole, we would like to postulate that it is neither part nor whole, but in fact, the simultaneous treatment of parts and wholes. Most readers look at the total stimulus word, and if the whole word cannot be instantly decoded, readers begin to locate word parts within the word. When readers do this, they are engaging in the function we call word recognition.

This exercise describes the usual process involved in word recognition. The initial perception of the whole word (the whole-word approach) is held in mind while the reader simultaneously attends to the parts within the word (the phonic approach).

Consider how youngsters in elementary and secondary school, especially those who are poor readers, react when they encounter new words. Characteristically, a youngster looks at the stimulus word, sees the whole word, gets no immediate response, and then leaves the word. In that fleeting moment of frustration, the student may simply skip over the word. For poor readers this may become a familiar stumbling block to the entire word recognition process.

When you encounter that feeling of frustration, you keep the whole word in mind, delay the frustration, and then go back and simultaneously work on the parts. It is different for a youngster with a reading problem. When he or she experiences this transient moment of frustration, the child gives up, saying, "That's too hard for me." The youngster no longer attempts to find component parts within the whole word. To be able to decode, one must be able to "hold" the whole word, and tolerate minimal frustration, while attempting to find recognizable component parts within the word.

In summary, it is important to restate that there are two basic skill areas in reading education. One is the area of word recognition. This is an essential, but not highly productive, level of reading. As quickly as the reader can master this mechanical level, progress should begin toward the level of meaning. Trying to read without understanding the author's meaning is simply a waste of time.

Here is that last sentence again: "Trying to read without understanding the author's meaning is simply a waste of time." Kohl amplifies that principle:

Reading and writing as basic skills cannot be separated from understanding. *This implies that* understanding is itself a basic skill *and that it is essential that time be devoted to conversation, observation, analysis, experimentation, and other activities that lead to comprehension. These are not frills, or wastes of time, as some people assert, but are at the very core of developing intelligent reading, coherent writing and informed citizenship.*

Language is a form of mobility. Through listening and reading one can explore spatial, temporal, and imaginative worlds that are beyond what one can observe directly. A major reason to learn to listen and to read is to become aware of the world outside of one's own experience. In cultures that do not use written languages, speech is the central means of preserving history and sharing adult knowledge of the world with the young. If a child doesn't learn how to listen, to attend to nuances of meaning, there is the chance that he or she might make a major social error or lack a skill necessary to adult survival. In our society, writing supplements speaking as a source of information and experience. Through books and magazines, et cetera, it is possible to project oneself through space and time, and share the imaginative work (artistic, scientific, and technical) of people one will never hear or meet.

Speaking and listening, and writing and reading, are obviously powerful ways of acquiring information about the world. Yet most school programs discourage speech, pay no attention to the development of sophisticated listening skills, turn writing into mechanical exercises, and impoverish the content of reading. The opposite should happen. Speech, especially student speech, should be encouraged. That's not the same as encouraging talking out in the middle of a lesson or shouting wildly and incoherently, as some fundamentalists would interpret it. Rather it means that students should be encouraged to speak in class about their perceptions of the world, about their ideas and aspirations, about adult politics and religion, about conflicts they experience and ways they've found

of building things and enjoying themselves. Equally, students should be encouraged to listen to each other, raise questions, and speculate in class. Time must be taken for speech. *This should be a major principle of curriculum development and is essential for the development of intelligent reading and writing programs.* The struggle to say what one means and the ability to attend to the meaning of other people's words are central to an education program that has as a goal the development of democratic sensibility.

Reading and writing cannot be separated from meaning of some sort. It is impossible to divorce these skills from the social context in which they are acquired, the content with which they deal, and the uses they are expected to serve in a student's life.

One Approach to Consider

Since there is no single approach to teaching reading that is uniformly superior to all others in every situation, you may wish to remain loyal to whatever has been working for you or to whatever system is favored in your school. The following approach is suggested as appropriate for migrant children because it is individualized and because it is consistent with techniques shown to work well with this population. Silvaroli and Wheelock's individualized approach integrates reading skills into content and comprehension, using the group activities and individualized evaluation favored by Migrant Educators.

Individualized Reading Programs

This approach transcends the traditional method of teaching reading in that it requires and provides for an entirely new relationship between the teacher and the students. It is based on psychological and philosophical concepts radically different from those that gave rise to the mechanical classroom.

If individualized reading instruction is to be effective and feasible, the classroom itself must be physically restructured. That is, the psychological and philosophical concepts, the methods and practices based on these concepts, and the classroom itself must be integrated, conceptually and physically, in what we have called the emerging classroom.

Individualized Reading

1. *Based on the concepts of seeking, self-selection, and pacing, the program provides time for the individual child to seek his own reading materials, to read them at his own rate, and to receive guidance from his teacher, who works with him in an individual conference. Group activities are not omitted in this plan, which may include sharing periods, as well as group instruction in specific skills as needed.*
2. *Individualized developmental reading is characterized by the elimination of systematic instruction using basal readers, using individual reading in a variety of reading materials as the core of method rather than as supplement.*
3. *An individualized reading program provides each child with an environment which allows him to seek that which stimulates him, choose that which helps him develop most, and work at his own rate regardless of what else is going on.*
4. *Individualized reading is not a single method with predetermined procedural steps to be followed in formal sequence. This type of instruction does not eliminate group reading; neither does it support a laissez-faire attitude toward instruction. The prime objective of individualized reading is to provide each pupil with a variety of reading situations so that each may progress according to his own growth rate.*

This definition clearly indicates that individualized reading involves much more than the acquisition of standard teaching techniques and the "orderly" use of available printed materials. It transforms and extends the learning experience; and it calls for and allows students to develop the creative imagination. The individualized approach to teaching reading regards teaching and learning as complementary experiences that can be adventurous and exciting for both students and teacher.

Concepts such as seeking, self-selection, and pacing place the emphasis not on the group or the method, but on the individual child's responsible participation in the learning process.

Implementing an Individualized Reading Approach

At this point it is necessary to consider a very basic question: "What practices or procedures do I use in launching an individualized reading program?" There are three basic components necessary for the implementation of an individualized reading program:

STAGE I: ROOM ORGANIZATION
STAGE II: UNIT THEMES and STUDENT ACTIVITIES
STAGE III: INDIVIDUAL CONFERENCE and RECORD KEEPING

Stage I: Room Organization

The primary activity of room organization is establishing varied and realistic interest/work centers in each classroom or resource area. These interest/work centers can be an art center that contains paper, paints, and magazines for cutting; an audiovisual area with filmstrips, records, tapes, and headsets; a library area with paperbacks and hardcover books; a general project area for access to reference material, and mural-making supplies and whatever else is appropriate in terms of teacher-pupil interest needs.

The other concern of organizing a classroom is helping teachers understand that children need to be taught and permitted to use these areas independently, and to learn to assume full responsibility for their activities while working in these various areas.

In the primary grades some easy interest/work centers to start with are:

1. *Playhouse—grocery, post office, animal den, police station, court house.*
2. *Art Center—paints, paper, egg cartons, ribbons, buttons.*
3. *Library Center—magazines, books, comic books, children's weekly publications, newspapers, anything that is printed.*
4. *Writing Center—story starters, dictionaries (word and picture), A B C writing cards, picture cards, typewriter.*
5. *Game Center—variety of board games.*

At the upper grade levels, in addition to the above centers, the following centers might be included:

1. *Skill Center (word recognition, vocabulary, comprehension, math, spelling)—SRA Kits, other skill sheets or kits.*
2. *Science Center—aquariums, terrariums, microscope, harmless chemicals, rock collections.*
3. *Audiovisual Center—filmstrip projector, language master, tape recorder, record player, projection box.*

4. *General Projects Center—bulletin boards, class newspaper, picture collections.*

In setting up the various interest/work centers, the following suggestions should prove helpful:

1. *Start one center at a time and have it running smoothly before you start the next one.*
2. *The teacher must supervise the interest/work centers at first, then encourage the children to work independently. The teacher must assist the students in understanding the importance of regular, consistent work habits if their learning objectives are to be realized.*
3. *Start with a small group of children at a time. Show these children how to perform an activity before you introduce them to the center. Then name an "expert" for that activity so that if questions arise in the future the children will know who to ask for help.*
4. *Rotate materials within the centers and change one or two activities each week. Too many activities carried on too long in a center result in boredom, and thus defeat the purpose of the various centers.*
5. *The teacher must assume the initial responsibility for assigning students to the centers. Afterward, other means may be employed. For example, the teacher may set up a simple system of rotating students from center to center. Students might be permitted to make their own choices, provided only that they do not neglect necessary areas of study and experience. A committee of students, elected by their classmates, might make assignments. The completion of a project within one center might well be the time when (1) all the students in that center move to another center; (2) a new project is undertaken by the group without changing centers; or (3) two or three students might exchange places with an equal number of students from another center. It is important that the teacher seek to maintain a balance between necessary supervision of the classroom and allowing students to develop their own interests and exercise individual responsibility.*
6. *Limit the number of children at each center by the number of places at that center. For example, John wants to work at the A-V center. However, he sees four children there and only four are permitted at one time in that center, so he waits until one child leaves before joining that group.*
7. *Do not use the centers as rewards for completing work or being "good."*
8. *Be sure that each child is able to function in a center before she is permitted to use that center.*
9. *The basic premise of interest/work centers is learning how to learn.*

In order for the teacher to be successful with an individualized reading program, that teacher must be committed both philosophically and psychologically to the concepts on which the emerging classroom is based.

Stage II: Unit Themes and Student Activities

Unit themes and student activities are designed to build upon the interests of teachers and children. They are also designed to provide general curriculum content expectations for respective age and grade levels. For example, if a sixth-grade teacher is expected to discuss Europe, the unit approach might result in the selection of only one country or several representative countries (depending on teacher-pupil interest) and develop, in depth, this content area for several weeks.

This greatly expands the traditional textbook approach, i.e., reading several pages, briefly discussing the content introduced, and then answering questions at the end of the selection read, then hurriedly moving on to the next section of the textbook.

The real value of the unit teaching approach lies in the fact that it provides flexibility in curriculum practices. The nonreading child has the opportunity to become involved with activities that center on speaking and listening, while the reading child focuses on activities involving reading and writing. In short, all the ways in which children can learn are natural aspects of a unit teaching approach. Present practices tend to allow only for learning activities based on reading and writing, excluding other activities.

The unit is a series of planned, coordinated experiences organized around a central theme or problem. Basically, there are two unit types:

1. *The Teaching Unit: The teaching unit is composed of purposeful, related activities organized around aspects of everyday living significant to the child. It provides for the integration of a child's knowledge and related curriculum areas.*
2. *The Resource Unit: The resource unit is a collection of suggested teaching and learning experiences and materials organized around a selected topic or area.*

The basic difference between a teaching unit and a resource unit is preplanning. The teacher who has relied on unit teaching for several years may have developed two or three complete teaching units, and if these continue to be relevant, they are used again, perhaps in a slightly modified form. The materials, ideas, and sources of information collected by the teacher become part of a resource unit. Or the teacher may have certain areas in the curriculum that must be covered and then prepares resource units to fill these needs.

UNIT DEVELOPMENT

Approach: *Use methods to motivate; to stimulate interest in the unit.*

Launching: *Discuss the unit—talk about ideas to be learned, problems to be solved, and activities. Discuss what needs to be done in order to reach selected goals.*

Research: *Once these decisions are made, each student will select a committee to work with. Each committee takes on different aspects of the problem—a division of labor.*

Pooling: *Within each committee, each member takes on certain portions of that committee's total responsibility—a further division of labor. Periodically, the committee meets and the members share whatever information, knowledge, experiences they have acquired with the entire committee.*

Reporting: *When the pooling is completed, the committee summarizes what has been learned and then shares information with the class.*

Culmination: *As a culminating activity, the class then proceeds to do what they said needed to be done in order to achieve their goals.*

Evaluation: *The teacher and students evaluate the effectiveness of the unit. The evaluation should be both quantitative and qualitative. Tests covering skills acquired reflect a quantitative evaluation. The teacher may also qualitatively evaluate an individual student's performance. For example, the teacher may observe that Mary is able to work well in a group and is becoming more independent.*

A SAMPLE PRIMARY GRADE TEACHING UNIT

The ways in which units can be selected and developed are, of course, limited only by the teachers' imagination and ability to motivate the students to participate responsibly in all classroom activities according to their individual interests, capacities, and prior experiences.

Approach: *For several days, the teacher and students discussed things they liked or disliked. Some of the objects and experiences discussed were pets, food, television, and accidents. The discussions began to center on how people develop friendships. Finally the students decided that they wanted to learn more about themselves as people. Another approach to the unit could have been playing a "Name Sharing Game" in which each student named the other students, adding his own name. Then the students could have learned the song "Getting to Know You."*

Launching: *Once the purpose was identified, the students had many questions. Some of these were: "How tall am I?" "What does my voice sound like?" "Who is the oldest student in the room?"*

Research: *Before beginning the formal activities necessary to accomplish the purpose selected, both the teacher and the students had to research the topic. The teacher's major responsibility here was to collect the resources and materials necessary for the successful completion of the unit and to prepare the activities involved in working out the unit. The following is an outline of some activities and resources that might be used in helping the students come to know themselves—and each other—better.*

ACTIVITIES

1. *Place mirrors around the room so that the students can look at themselves.*
2. *Have the students sketch self-portraits.*
3. *Have each student write his or her name with black crayon, then color around the name. Have the students identify the letter their names begin with. Then let the students place these on their desks to be used as name plates.*
4. *Have the students trace silhouettes —one student traces another. Display the silhouettes around the room. (The body and clothes might be colored in later.)*
5. *If tape recorders are available, let the students record their voices for playback later, so that they can hear how they sound to others.*
6. *Have the students write the word* Me, *then make a picture of the word.*
7. *Have the students write their names on folded paper, with the name on the fold. Have them trace around the name, then cut out around the name. They should leave the name attached to the larger paper, so that when the paper is unfolded the name will be outlined within the area from which it was cut.*

In addition to preparatory efforts by the teacher, committees or small groups were set up on the basis of their common experiences or interests.

Pooling: *Once the youngsters selected the committee each wanted to work with, a chairperson was elected for each committee. Their chairperson led discussions on each committee member's responsibilities.*

Reporting: *Each committee reported to the class what they had discovered. One committee read their report. Another committee used pictures. Another small group put on a brief play.*

Culmination: *As a class project, the students decided to each write a book —All About Me. Some were a mixture of all works done of this unit. The students drew pictures to illustrate their books.*

Other alternatives are:

Discuss what has been discovered about school, friends, and self.

Build models of the school or room as a display.

Put up a display in the cafeteria.

Evaluation: *The teacher observed activities in the classroom and evaluated the effectiveness of this unit by applying the following criteria:*

Had the child relaxed in the atmosphere the classroom provided? How did the child get along with others? Did the child share? How much work had each child contributed? Had the child worked alone or withdrawn from the group?

Following is a list of important considerations that a teacher must bear in mind when setting up a unit teaching approach:

1. *Whether the idea for the unit comes from the children, the teacher, or the course of study, it is the teacher's job to ensure that it fulfills the needs of the children.*
2. *Do not place arbitrary limits on the unit selected. Allow it to overflow into its natural channels—language, reading, arithmetic, science, spelling, art, music, or literature.*
3. *All of the experiences in the school day do not necessarily stem from this unit of study. Other activities go on as usual.*
4. *The unfolding of a unit of work must follow the way most natural to children's growth, not a logical outline as is usual in the adult approach to learning.*
5. *Not all children need to seek the answer to the same problem. There should be a continuous sharing of knowledge between groups.*

As a final note on unit teaching, it should be pointed out that it would be unrealistic to attempt a unit approach before the interest/work centers are operational and before the students are able to function in them. When youngsters are first learning to operate within a unit teaching approach, it is a good idea to hand out a status sheet as a means of periodical checking, once or twice each week. The teacher might make a status sheet based on the sample below:

Name _____

Topic _____

Committee members _____

_____

I am working on _____

_____

or

I will work on _____

_____

These periodic checks on students will provide the teacher with a realistic form of accountability. Folders that include these sheets should be kept for each group.

We suggest that before you lead your class in the development and completion of a unit, you do a unit, or some units, as a personal learning experience. This exercise should give you broader insight into the ways in which the unit approach works and an indication of what can be accomplished through the unit approach.

Stage III: Individual Conference and Record Keeping

The final and most important components of an individualized reading program are the individual conference and record keeping.

As the children develop a reasonable level of independence with unit activities and acquire the ability to function in interest/work centers, the teacher has the opportunity to schedule conferences to guide children in their learning process. These conferences can be either teacher-to-pupil or teacher-to-small group. Since the activities of the conference are based on the learning needs, background, and interest of each child, one can readily understand how this overall approach can be used to enhance the learning achievements of children from radically different backgrounds and kinds of preschool experiences.

The teacher, through individual and group conferences, becomes aware of pupil needs in word-attack and comprehension skills. The teacher can keep records of pupil needs and achievements either in a notebook, chart, or card file.

The direct-teaching aspect of the emerging classroom is centered in Stage III, the individual conference. Obviously, if the teacher is to direct complete attention to one student or a small group of students, the total classroom situation must be designed to allow other students to work independently for reasonable periods of time. This is one of the major values of the unit approach; it is designed for this purpose.

The information recorded about each conference with a child, the periodic data collected on her project or committee activities (Stage II), plus general teacher evaluation in the form of comments, will provide a wealth of data for a parent conference or discussion with the principal.

Reading is seeing by proxy.
Samuel Butler

Another Approach to Consider: The Language Experience Approach

Language is almost as various as life itself, making most theories only partially satisfactory. The Language Experience Approach has worked for many teachers. Susan Espinosa recommends *The Language Experience Approach to Reading* by Denise Nessel and Margaret B. Jones (New York: Teachers College Press, 1981). This technique uses the language of the students to create reading material. Follow-up activities work on vocabulary, word-attack skills, and comprehension. A variation of the Language Experience Approach was used by Sylvia Ashton-Warner in her work with Maori children in New Zealand. This creates a key or organic vocabulary using a multisensory approach. Jeannette Veatch explains how to build a key vocabulary in *Key Words to Reading: The Language Experience Begins* (Columbus, Ohio: Charles E. Merrill, 1971). Whether you subscribe to the theory in whole or in part, you will find both books contain many practical suggestions for ways to get your students reading and writing and talking in your classroom.

Joyce King-Stoops in the PDK fastback has some practical suggestions about the Language Experience Approach. She favors the study of speech and reading and writing in close relation to one another.

Reading and Writing Together: *Because so few commercial materials relate to the migrants' experiences, many districts are building migrant children's own stories into the initial reading program.*

This language-experience approach to reading involves children dictating their own stories to the teacher, and later as they become more proficient they are able to take pencil in hand and write for themselves. This approach has several advantages, although it needs to be balanced with other methods and be supplemented with a wide variety of materials.

Because child-produced stories are popular and effective, some teachers are helping children to write books about the crops they know, i.e., The Grape Book, *or* All About Strawberries. *These can be very simply written using the children's own words and decorated by their drawings or paintings.*

One teacher of migrant students, Mrs. Delia, found that her migrant children really knew much more about the date crop than she did. One child described the luscious fruit vividly, and they dramatized the harvesting of the crop. At last these children could talk and write about something they knew! They showed some real enthusiasm for the first time as they told the local community children about dates.

Mrs. Delia asked the migrant students if they would like to write a book for everyone in the class to read. The response was enthusiastic, and for two weeks none of the migrant writers stayed home or came late to school. They helped each other with spelling and punctuation, did art work, and even wrote a joke about a hard-working big brother who, when asked if he ever dated, answered, "Oh, I have all the dates I can handle!"

For the front cover of the book, the aide placed a color snapshot of each young author. These stories or books may be photocopied to build an interesting, unique classroom library, and the author gets to take the story home to read to the family or take along when the next move comes.

In her evaluation, Mrs. Delia noted improvements in reading, all language skills, and also more sustained interest and motivation, happier relationships with the community, and improved self-concepts. Before Juan left, he said to her, "We do again next year but all about tomatoes. I know lotsa things about tomatoes, if you are my teachers. If I come back, and I hope I come back."

No test ever measured the miracle gains Juan expressed in these few words. Mrs. Delia never would again teach reading and language without building on the experiences of her migrant students.

Paper and pencil activities have their place in later stages of reading and writing instructions, but migrant students need many, varied opportunities to listen and to speak.

Educational field trips provide a core of common experiences for migrant children upon which the teacher can build listening, speaking, reading, and writing skills. Also, scheduling a regular time with the aide or teacher when each student or a small group shares in planning an event, reviewing an inter-

esting experience, learning a song, or painting a picture provides more individualized opportunities for developing listening and speaking skills.

Listening and speaking skills, such as vocabulary development, sentence pattern structures, and creative language usage may be strengthened in many ways:

1. *Using native language for introducing new concepts.*
2. *Using English language reinforcement through books, poems, songs, rhythms, rhymes, AV, flannel board, pictures, games.*
3. *Using nonverbal cues (facial expression, gestures).*
4. *Using tangible objects for vocabulary building (egg, hat, cup, toothbrush) or situational experience to show action direction (run, sew, put under, put in).*
5. *Using puppetry, fingerplays, drama, storytelling.*
6. *Providing a background of experiences to build children's concepts and vocabulary (Visits to store, bank, park, museum, airport, radio station).*
7. *Providing experiences to develop sensory, time, and space awareness.*
8. *Providing stimulating classroom environments, using learning centers, bulletin boards, and reading materials.*

Teachers and aides, regardless of the subject area, should seek out opportunities to build and reinforce English language skills throughout the day.

How Much Time to Devote to Reading

The short answer is, "Devote as much to reading as it takes." That avoids the issues, though. Reading ought to be integrated into every area of the curriculum and vice versa. That will make reading both natural and relevant. More drill may not be the answer. During the recent spate of publicity about a perceived crisis in education that put the nation at risk, many administrators came out for a longer school day in a longer school year. However, students bored for six hours on 180 days will be much more bored for seven hours on 200 days. Herbert Kohl says:

This structural myth embodies the larger social myth that bigger is better. There is no reason to assume that larger doses of unsuccessful teaching will cure anything. There are also saturation points that have to be respected in learning situations. If one is required to do something for too long a time, fatigue, boredom, and resentment can interfere with learning. There are probably situations where more time spent on basics means less learning. However, to assert that more is not necessarily better is not to deny the importance of reading, writing, and math. It is simply a warning against pseudosolutions to serious problems. Put quite simply, if you can't stand reading, and being in your classroom gives you a stomachache or headache, being forced to remain in the room and read for a longer time won't solve your problem.

A Dialogue About Reading Scores

Your students will be judged by their performance on standardized tests. You will also be evaluated according to their performance. Their parents will want to know about the scores, too. Here is a dialogue between teacher and parent adapted from *Reading Tests: What They Mean*, a 1983 publication from the Oregon Education Service Center, with a Spanish translation by Ramon Gonzalez:

Teacher: Test makers claim they are just giving their customers — the schools — what they ask for. The school system says it needs grade equivalent scores because it is the method that best meets the demands of the public and of state and federal funding sources.

Parent: How do they arrive at these numbers?

Teacher: Here's how it works. You are a test maker and you are going to develop a standardized reading test for sixth graders. One April, you try it out on a sample population. You collect the raw scores—the number of right answers—and list them from lowest to highest. If, for example, your list looked like this: 21 25 34 39 40 44 48 49 54 57 64. Raw Score 44 would fall smack in the middle. That is what the test maker will call the norm for 6th graders taking this test in April. It is the middle score obtained by a sample population. Thus, children who are given the test subsequently and who get a raw score of 44 are said to be reading 6.7 G.E. 6.7 is called the "norm" for this test.

Parent: That's it?

Teacher: Basically yes. Children who get 44 or more answers right are said to be on or above grade level. Children whose raw score is below 44 are said to be below grade level.

Parent: Can't schools improve their teaching methods so that all the children would read on or above grade level?

Teacher: According to the test makers, that can never happen with their tests. The test makers guarantee that almost half of all children who take the test will always be below grade level.

Parent: That doesn't make any sense.

Teacher: It doesn't seem to, but you must understand the purpose of this kind of test. Since the test makers have guaranteed how the scores will come out, the results are tailormade for ranking. Children, teachers, and even whole schools are ranked on test results. The director of the New York City Board of Education's Office of Educational Evaluation was recently quoted in the New York Times: "(But) the objective of the city-wide test is not instructional; the objective is the issuance of a school-by-school ranking report."

Parent: I still don't see why most of the children can't get most of the answers correct. Isn't this possible if the children work hard and learn?

Teacher: No, absolutely not. It's not at all like the driving tests. With good teaching and sufficient practice, almost anyone can pass the driving test and get a license. If, however, the written test included multiple choice questions about chassis engineering and aerodynamic principles, many competent drivers would fail. Standardized tests are specifically designed to include items that many children in a given grade will not be able to answer. Could you answer questions about chassis engineering? Probably not. But items like that are necessary if we want a ranking order, and that is what standardized reading tests are all about.

Parent: If that's the case, some children are always going to be below so-called grade level.

Teacher: Exactly. It's like baseball. Not all teams have a winning season. Some teams must win more than they lose and others must lose more than they win. For every win there is a loss.

Parent: Okay. I'm convinced that my child's test score is not what I thought it was. What can I ask my child's teacher about the test score that will

be useful to me?

Teacher: You should insist on getting all the information the school has about your child's test results. Ask for the raw score, the percentile, and the stanine. Don't settle for the grade equivalent. Find out what consequences the test result has for your child. For example, will the test score deny your child entry to programs that he or she might succeed in?

The Illiteracy Vogue

As this booklet goes to press in autumn 1986, illiteracy is a very chic topic. Every major TV network has done at least one special on the problem, while virtually every pundit has pontificated on the subject within the space of a few weeks. An excellent book *Illiterate America* by Jonathan Kozol, appeared in 1985, but it is not possible to know whether it had much to do with making illiteracy a hot topic. Educators grow wary of faddish enthusiasms, which in recent months have included crack, dropouts, and teenage pregnancy, because they do not want to redesign their programs every time the media pretend to "discover" a problem that has been plain enough to sensible people for a very long time.

While we are entitled to be skeptical about how long an easily jaded public will remain interested in illiteracy, we must hope that this time the commitment will be permanent. According to the 1983 "Nation at Risk" report, 23 million adults are functionally illiterate, with the rate 2½ times higher among minorities. Here is what syndicated columnist Chuck Stone says about illiteracy: "Television is unequivocally part of the problem. The same criticism applies to the public school systems that generate an annual increase of 2 million functional illiterates."

Mary Dixon of Albuquerque had a simple solution: unplug the TV. She is Director of the Society for the Eradication of Television. While recognizing that television is here to stay and is, at its best, relevant, educational, and genuinely entertaining, educators ought not throw in the towel. Parents and students need constant reminders that most of what appears on TV is brainless pap or worse and that most time spent watching soaps and sitcoms and violent melodramas would be *much* better spent reading good books.

Migrant Educators may have to work with adult family members to improve reading. You might be able to get help from a nearby chapter of Literacy Volunteers of America. If there is no nearby chapter, you might want to consider helping to form one. The pundits may ignore the illiteracy issue for a dozen years or more once its current vogue passes, but educators must grapple it week by week. Noting that 54% of the prison population is illiterate, American Bar Association President Eugene Clifford Thomas said, "The real crime would be if we didn't do anything."

Measuring Your Own Success or Failure

If we agree that standardized tests often use standards which stack the deck against many migrant children, we must recognize that those are still the standards used to determine which track to put students on in the schools and whether or not to admit them to the colleges. We need to ask ourselves how we intend to determine our own success. If migrant students start out far behind, then work hard enough to make significant gains but still remain significantly behind, was the effort worthwhile? This is not an easy question to answer. In *Migrant*, a Black woman observed that Blacks face higher expectations than whites, that a Black must not simply attend college but must graduate because a Black with a year and a half of college may not be better off in the job market than one with only a high school diploma. When you start out so far behind, you can catch up a great deal and still lose.

This situation has many consequences for migrant education. It is difficult to evaluate the results of programs like HEP and CAMP because we can prove significant educational improvement but cannot yet demonstrate clearly an across-the-board competitive gain for migrants in general. In terms of reading, the question is how good is good enough? Here is what happened to James Herndon, who chose the example of a determined student who made a great deal of progress:

Now John was a kid who agreed to work his ass off about reading, agreed to reject his fears and desire for perfection and just try to learn to read. In the end, he really learned. That is, he ended up in the eighth grade and by pure stubbornness he could read at what the school called sixth grade level. He started off at what the school called the first grade level. So he didn't make it to what the school would call a hero of education and the school wouldn't recommend him for Harvard, very likely. It was a defeat, in a way. It was a victory too. It depends on how you look at it.

Your own success or failure as a teacher of reading may well depend upon how you look at it. You *can* make a big difference. You *can* help your students to read much better than they did before. You must muster the idealism to convince yourself that the often relative gains are worth the often frustrating effort. They are.

We shouldn't teach great books; we should teach a love of reading.
B.F. Skinner

The Written Word

The interplay among language, intelligence, culture and personality is very complex, and so is that among the skills of reading, writing, and speaking. It is a truism that the greatest orators were not always the greatest writers, nor the great writers necessarily effective public speakers. Thomas Jefferson wrote with brilliant felicity, yet was by all accounts a dud as an orator. Famous orators like Daniel Webster and William Jennings Bryan left behind texts which do not suggest any magic, despite the reports that they were spellbinding in person. This leaves us with a recognition that good writing may be helped by better skills in reading and speaking but that good writing is also a separate skill and art with its own dynamics.

Correct Usage Versus Effective Communication

This is a false dichotomy. Too many teachers have overemphasized the niceties of polite usage at the expense of developing the ability to express oneself, prompting some teachers in reaction to ignore correct usage altogether in the name of spontaneous communication. What matters is that mere correctness not be emphasized to the point where students are afraid to express themselves for fear that their substandard usage will be criticized. You cannot correct usage until the language is used. Once it is used with confidence, you can tidy up the usage as you go along.

Remember the advice of ESL teachers: never criticize a child's speech during spontaneous expression. Encourage that natural language and limit correction to specific sessions designed to provide models and correct errors.

Ruth I. Golden, Dr. San-Su C. Lin, Walter Loban and many other linguists agree that the best way to correct or modify nonstandard patterns is through oral pattern drills, or speech drills, practiced daily for 10 or 15 minutes at the beginning of a class period. They advocate teaching English as a second language. At no other time, they say, should the teacher try to make corrections of the pupils' nonstandard patterns. Let them talk, encourage them to talk, listen.

The point is, don't interrupt real speech with real meaning for the student merely to make an academic correction that tidies up substandard usage. The same applies to writing. Avoid pedantry and overkill. It takes years for students who have fallen behind to catch up. If you drown their spirits in red ink, they will never catch up.

Storytelling

The Winter 1985 issue of *American Educator* had an article by Marilyn Berg Iarusso entitled "Storytelling: Revival of an Age-Old Art," which documents the successful use of storytelling as a classroom technique. It includes a useful bibliography. The technique seems to work especially well for 5th through 8th graders, who in turn can tell their stories to younger grades. Librarians are excited about the practice because it is an incentive to reading tales and fables. There is every reason to expect that students who become enthusiastic about storytelling may show improvements in reading and writing as well. While the best speakers may never be the best writers, you might try storytelling with groups that have difficulty writing. Then you must find ways to get the flow of words onto the paper so they can be edited and improved upon.

Solving the Blank Page Problem

Great writers have had to cope with writer's block, an inability to get words down on paper at all. Too many students face a similar problem. This is worsened by assignments which are too abstract, particularly in the early grades, or by assignments that seem to ask for a specific response, such as "Why Democracy Is the Best Form of Government." A better response might be elicited by a more concrete topic, such as "Problems on the Road" or "Conditions at the Migrant Camp." Just as Cummins has shown that spoken language develops mastery of the concrete before it can begin to conceptualize effectively, the skill of writing seems to move best from the specific toward the general rather than vice versa.

Poet Kenneth Koch has had considerable success getting children considered to have poor verbal skills to write poetry. You might want to look at his books. Herbert Kohl had difficulty getting his disadvantaged students to write about typical academic subjects and was on the verge of considering them nonverbal. He began to assign topics about their own lives and unleashed a torrent of prose, often substandard in usage, but just as often poetic in expression. This suggests that the famous dictum of E.M. Forster applies to the teaching of writing: "Only connect!" We must connect the school to the life, and we must connect the writing assignments, especially as the skill of writing is nurtured, at whatever age, to the reality of the student. If we ask disadvantaged students to express themselves about abstract matters in conceptualized language, we invite failure. If we ask them to use their own language to describe their own experience, we may begin a process that will lead to eventual mastery of the written word. Here is Kohl talking about a 6th grade class:

Very little that the school offered seemed connected with the children themselves. I read the class novels, stories, poems, brought my library to class and let them know that many people have suffered throughout history and that some were articulate enough to create literature from their lives. They didn't believe me, but they were hungry to know what had been written about and what could be written about.

Here he is talking about a group of 4th graders:

There is no limit to the forms of writing that children will experiment with. They will readily become involved in provocative open assignments if they are convinced that the teacher does not simply want a correct answer to an unambiguous question, but rather to hear what they have to say. Themes such as "On Playing Around" and "Walls" do not prejudge how a child must respond. "On How Nice the Summer Is" does. Forms of writing such as the fable or the parable can be open exercises, or predetermined ones. The teacher can provide the framework for many written exercises, but the substance of the children's responses must be drawn from their lives and imaginations.

This is only part of the story, however, the part which can be attempted with a whole class. It is much more difficult to encourage each child to seek his own voice, and to accept the fact that not everyone will have a literary one. It is a mistake to assume that all children have the energy and devotion necessary to write novels or poems. Children select the forms they are most comfortable with, and therefore it is not easy to teach writing. One cannot teach a sixth-grade class to write novels. The best that can be done is to reveal novels to them and be ready to teach those who want to do more than read. I never made "creative writing" compulsory. Writing must be taught qualitatively—how can one best express oneself, in what way? I found that the children understood these most complex questions and took great pleasure in listening to the various voices of their classmates. There are many ways to introduce writing into the classroom. I have taught small writing seminars in which I presented themes and encouraged people to read their work aloud. I've also taught in more open settings where I acted primarily as a resource, to answer questions, set themes, and step out of the way. I feel most comfortable in a situation where many different kinds of activities take place—where students and teachers meet regularly to read their work and suggest new themes and ideas as well as to work independently or in small informal groups.

When I first encounter a new group of youngsters I don't want to assume anything about what they can or can't do. I want to discover who they are while they discover me. Therefore I start by presenting a simple familiar object or situation that we can look at together in different ways.

For example, once with a group of fourth graders I started by giving all the students a blank piece of paper and asking them to imagine that it was a

wall. Then I suggested they write on it. There were giggles, some embarrassed looks—one student asked me if she had to write anything and I said it was up to her. Slowly the students began to write.

I wrote too, and after a while we shared our walls, reading what we had written and talking of the kinds of things we had thought of writing but hadn't dared to put down. Then I put a large piece of paper on the floor and suggested that we think of it as a public wall, that it belonged to all of us and was seen by all of us. Then I suggested that we write on it together. The children liked the idea and wrote.

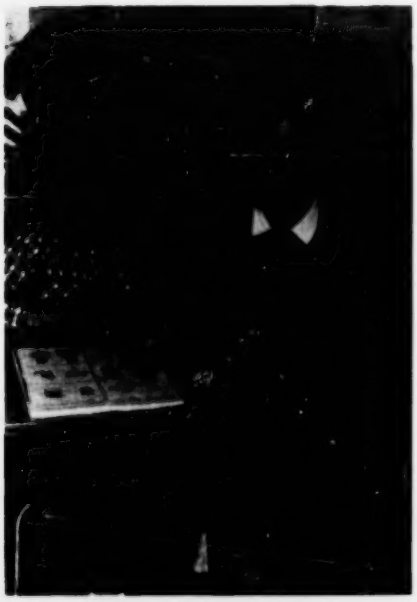
What Herbert Kohl is talking about is pedagogical flexibility and cultural pluralism. If we can adjust the writing assignments and expectations to individual students, and recognize their expression as genuine in its context, we can move toward better and better writing. As students master the written language, as they think of the possibility of publication or college, they will begin to demand better spelling and punctuation of themselves at the same time you do.

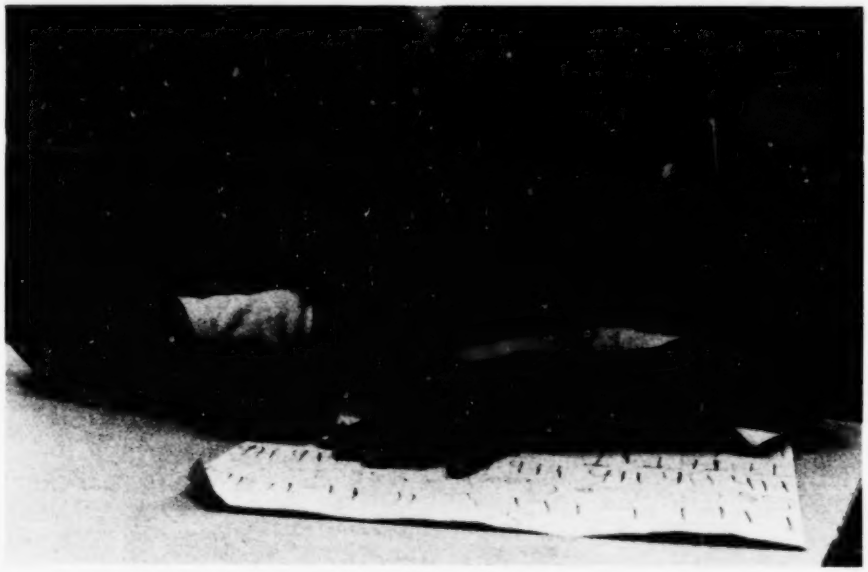
Children will not write if they are afraid to talk.

Herbert Kohl

Polite Lies

A quarter of a century ago, Herbert Kohl found teachers telling polite lies about their successes. Let us hope that





is a thing of the past.

I was assigned to a school in East Harlem in September, 1962, and was not sufficiently prepared either for the faculty's polite lies about their successes in the classroom or for the resistance and defiance of the children.

The resistance to writing is not, alas, a thing of the past. Students, and not just migrants either, often resist the written word. Here is how Herbert Kohl coped with that resistance:

Language is not static, nor is it possible a priori to establish rules governing what can or cannot be written, any more than it is possible to establish rules governing what can or cannot be felt.

Some years ago, when I was teaching a class of remote, resistant children in a Harlem school, as an experiment I asked the children to write. I expected little. I had been told that the children were from one to three years behind in reading, that they came from "deprived" and "disadvantaged" homes, and were ignorant of the language of the schools. I had also been told that their vocabulary was limited, that they couldn't make abstractions, were not introspective, but were accustomed to physical rather than mental activity. Others teachers in the school called the children "them" and spoke of teaching as a thankless military task. I couldn't accept this idea: I wanted my pupils to tell me about themselves. For reasons that were hardly literary I set out to explore the possibilities of teaching language, literature, and writing in a way that would enable children to express what they felt they were not allowed to acknowledge publicly.

Much to my surprise the children wrote a great deal; and they invented their own language to do so. Only a very small number of the children had what can be called "talent," and many of them had only a single story to write and rewrite; yet almost all of them responded and seemed to become more alive through their writing.

I have subsequently discovered other teachers who have explored language and literature with their pupils in this way, with results no less dramatic. The children we have taught ranged from the preschool years to high school, from lower-class ghetto children to upper-class suburban ones. There are few teaching techniques that we share in common, and no single philosophy of education that binds us. If there is anything common to our work it is our concern to listen to what the children have to say and the ability to respond to it as honestly as possible, no matter how painful it may be to our teacherly pride and preconceptions. We have allowed ourselves to learn from our pupils and to expect the unexpected.

Children will not write if they are afraid to talk. Initially they are suspicious of teachers and reluctant to be honest with them. They have had too many school experiences where the loyalty of the staff and the institutional obligations of teachers have taken precedence over honesty. They have seen too much effort to maintain face and too little respect for justifiable defiance in their school lives. I think children

BEST COPY AVAILABLE

believe that there is a conscious collusion among all of the adults in a school to maintain the impression that the authority is always right, and that life is always pleasant and orderly. Unfortunately, the collusion is unconscious, or at least unspoken. This is dramatically true in slum schools where the pressures of teaching are increased by under-staffing and a vague uneasiness about race which is always in the air.

It comes down in large part to whether they trust you. No human being will make honest statements about how he or she feels unless confident that those emotions will be respected. Kohl speaks of "the obvious fact that 'disadvantaged' children will not speak in class because they cannot trust their audience." Establishing that trust, that atmosphere of mutual respect, is as important as any drill or assignment you can devise.

one we learned from our mothers and fathers, the one we use to cry out in pain or delight—is too much a part of our idea of self. Surely, we do not want our schools to teach children that the language of their parents and friends, of their whole culture, is inadequate and ignorant and wrong? Surely, trying to teach them that is likely to make them resist other "learning"?

The fact remains that there is a way of writing that is necessary to success, just as there are rules about which fork to use at an expensive restaurant. And preparing children for success means preparing them to manipulate those rules, just as they have to be taught to manipulate the salad fork and demitasse spoon. There is really no argument about teaching children to read and write Standard English—only about how it is to be done: with humanity and with understanding or with drills that the children cannot understand.

Finally, doesn't it seem sensible to teach children, while we are teaching them this magical language of success, there is such a thing as tolerance—even of people so different as to say, "He ax me yesterday"? If we must change the language of our children, can't we at least try to point out to them that they have a chance, by being sensible and humane, to make it unnecessary to change the language of our grandchildren?

When we work with the living language, we should be "sensible and humane," Jim Quinn says. We must teach tolerance of diversity, even diversity of expression, and we cannot teach it by precept alone. We must teach it by example, example, example.

Vernacular English Versus Standard English

Schools should not wage war on vernacular English in futile and misguided attempts to abolish it. Instead, the vernacular, like the original language for non-English speakers, should be supplemented by Standard English. Mastery of Standard English is the goal. Here is Jim Quinn on BVE—Black Vernacular English. What he says applies equally to other dialects. His point is simple enough but bears repeating: language is so integral to identity that we must never humiliate a person by mocking the way they learned to speak or write from their parents and their culture; rather, we must recognize the legitimacy, possibly even the vitality of that expression while working toward mastery of Standard English. Jim Quinn:

I do not believe that Black Vernacular English is ugly— or that it should be stamped out. If it were possible to turn every Black child white by administering some sort of pill, I think that would be a bad idea. A loss to a pluralistic society. If it were possible to turn Black Vernacular English into Standard by administering eight years of school, I think that would also be a loss. As great as the loss of the Irish brogue, the Scottish burr, the Southern drawl, or the Yankee twang.

It also does not seem to me that the schools are the best places to change dialect. Our native way of talking—the

BEST COPY AVAILABLE

State Offices of Migrant Education

ALABAMA
Mr. Cecil Bobo
Director, Migrant Education Program
State Department of Education
State Office Building
Montgomery, AL 36130
(205) 261-5145

ALASKA
Mr. Ronald Bedard
Education Administrator I
Office of Management and Budget
State Department of Education
Alaska Office Building - Pouch F
Juneau, AK 99811
(907) 465-2804

ARIZONA
Dr. J.O. Maynes, Jr.
Director, Migrant Child Education
Arizona Department of Education
1535 West Jefferson St.
Phoenix, AZ 85007
(602) 255-5138

ARKANSAS
Mr. Homer W. Neal
State Supervisor of Migrant Education
State Department of Education
Arch Ford Education Building
Little Rock, AR 72201
(501) 371-1853

Mr. Winford A. "Joe" Miller
Director, Migrant Student Record Transfer System
State Department of Education
Arch Ford Eduction Building
Little Rock, AR 72201
(501) 371-2719

CALIFORNIA
Dr. John Schaefer, Manager
Migrant Education Office
State Department of Education
721 Capitol Mall - 3rd Floor
Sacramento, CA 95814
(916) 324-1556

COLORADO
Mr. Ernest Maestas
Supervisor, Migrant Education Program
Colorado Department of Education
303 West Colfax, 6th Floor
Denver, CO 80204
(303) 866-6758

CONNECTICUT
Dr. Patrick Proctor
State Migrant Program Director
State Department of Education
Box 2219
Hartford, CT 06145
(203) 566-8883

DELAWARE
Mr. Jose "Frank" Soriano
State Specialist, ECIA I, Migrant Education
State Department of Public Instruction
Townsend Building
P.O. Box 1402
Dover, DE 19901
(302) 736-4667

DISTRICT OF COLUMBIA
Mrs. Francis Henry
Director
Department for Grants Administration
415 12th Street, N.W., Room 1004
Washington, D.C. 20004
(202) 724-4226

FLORIDA
Dr. Ulysses Horne
Administrator, Federal Compensatory Education
State Department of Education
Knott Building
Tallahassee, FL 32301
(904) 487-3517

GEORGIA
Ms. Sarah H. Moore
Coordinator, Migrant/ESL Programs
State Department of Education
Twin Towers East
Atlanta, GA 30334
(404) 656-4958

IDAHO
Ms. Carolyn Reeves
Coordinator, Migrant Education
State Department of Education
650 West State Street
Boise, ID 83720
(208) 334-2153

ILLINOIS
Mr. A. Larry Jass
State Migrant Director
Illinois State Board of Education
100 North First Street
Springfield, IL 62777
(217) 782-6188

INDIANA
Mr. Santiago Garcia, Jr.
Director, Division of Migrant & Bilingual-Bicultural Education
State Department of Public Instruction
State House, Room 229
Indianapolis, IN 46204
(317) 927-0140

IOWA
Mr. Paul Cahill
Director, Migrant Education Program
State Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319
(515) 281-5313

KANSAS
Mr. Juan Rocha
Migrant Specialist
State and Federal Program Administration
State Department of Education
120 East 10th Street
Topeka, KS 66612
(913) 296-3161

KENTUCKY
Mr. Lawrence Stamper
Division of Compensatory Education
State Department of Education
Capitol Plaza Tower Room 1709
Frankfort, KY 40601
(502) 564-3301

LOUISIANA
Mr. Ronnie Glover
Director, Bureau of Migrant Education
State Department of Education
P.O. Box 44064
Baton Rouge, LA 70804
(504) 342-3517

MAINE
Ms. Pamela Gatcomb
Director, Migrant Education Program
State Department of Education and Cultural Services
State House Station 23
Augusta, ME 04333
(207) 289-3541

Mr. Donald K. Christie
Coordinator, ECIA, Chapter I
State Department of Educational and Cultural Services
State House Station 23
Augusta, ME 04333
(207) 289-5306

MARYLAND
Mr. Ronn E. Friend
Acting Chief, Compensatory Education Branch
Division of Compensatory, Urban, and Supplementary Program
State Department of Education
200 West Baltimore Street
Baltimore, MD 21201
(301) 659-2413

MASSACHUSETTS
Mr. Daniel A. McAllister
Director, Migrant Education Program
The Foster School
922 Main Street
Tewksbury, MA 01876
(617) 851-5934

MICHIGAN
Ms. Cecilia Santa Ana
Director, Migrant Education Program
State Department of Education
P.O. Box 30008
Lansing, MI 48909
(517) 373-9467

MINNESOTA
Mr. I. Peter Morano
Director, Migrant Education Unit
State Department of Education
550 Cedar Street
St. Paul, MN 55101
(612) 296-0324

MISSISSIPPI
Mr. Sam B. Parker
Supervisor, Special Projects
State Department of Education
P.O. Box 771
Jackson, MS 39205
(601) 359-3498

MISSOURI
Ms. Nancee Allen
Director, Migrant Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-3543

MONTANA
Mr. Jay R. McCallum
ECIA Chapter I Director
Department of Special Services
Office of Public Instruction
Helena, MT 59620
(406) 444-5443

NEBRASKA
Dr. Elizabeth Alfred
Director
ECIA Chapters I & 2 & Migrant
State Department of Education
301 Centennial Mall South - Box 94987
(402) 471-2481

NEVADA
Mr. Jack O'Leary
Coordinator, Migrant Education Program
State Department of Education
400 West King Street, Capitol Complex
Carson City, NV 89701
(702) 885-3136

NEW HAMPSHIRE
Ms. Susan G. Rowe
Coordinator, Migrant Education Program
State Department of Education
State Office Park South
101 Pleasant Street
Concord, NH 03301
(603) 271-2717

NEW JERSEY
Dr. Sylvia Roberts
Director, Division of Compensatory Bilingual Education
State Department of Education
225 West State Street
Trenton, NJ 08625
(609) 984-2101

NEW MEXICO
Mr. Gilvert Martinez
Director, Chapter I, ECIA
State Department of Education
Santa Fe, NM 87501
(505) 827-6534

NEW YORK
Mr. Richard Bove
Supervisor, Migrant Unit
Division of Educational Opportunity
State Education Department
883 Education Building Annex
Albany, NY 12234
(518) 474-1233

NORTH CAROLINA
Mr. Robert Youngblood
Assistant Director
Migrant Education
State Department of Public Instruction
Raleigh, NC 27611
(919) 733-3972

NORTH DAKOTA
Mr. Curtis O. Stahl
Chapter 1, Migrant Administrator
Department of Public Instruction
600 Boulevard East
Bismarck, ND 58505
(701) 224-2284

OHIO
Mr. Thomas Wilson
Assistant Director
Division of Federal Assistance
933 High Street
Worthington, OH 43085
(614) 466-4161

OKLAHOMA
Mr. Keith Stone
Administrative Officer, Migrant Program
State Department of Education
2500 North Lincoln, Suite I 33
Oklahoma City, OK 73105
(405) 521-2847

OREGON
Mr. Jose O. Garcia
Coordinator, Migrant Education
State Department of Education
700 Pringle Parkway, SE
Salem, OR 97310
(503) 373-1378

PENNSYLVANIA
Dr. Manuel Recio
Acting Migrant Education Coordinator
State Department of Education
333 Market Street, 7th Floor
Harrisburg, PA 17108
(717) 783-9161

PUERTO RICO
Ms. Carmen Gloria Ortiz
Director, Program for Educational Services to Migrant Students
Department of Education
F22 Hato Rey Plaza
Hato Rey, PR 00919
(809) 754-1080

Ms. Carmen Morales
Federal Liaison Officer
Federal Affairs Office
Department of Education
Hato Rey, PR 00919
(809) 754-0934

RHODE ISLAND
Ms. Virginia M.C. da Mota
Coordinator, LEP Unit
State Department of Education
235 Promenade Street
Providence, RI 02908
(401) 277-3037

SOUTH CAROLINA
Mr. Frank Washington
State Migrant Supervisor
State Department of Education
Rutledge Building, Room 200
Columbia, SC 29201

Mr. John L. Seurynck
Director
Office of Federal Programs
State Department of Education
Columbia, SC 29201
(803) 758-8854

SOUTH DAKOTA
Mr. Dennis A. Gibbs
Coordinator, ECIA, Chapter I
Division of Elementary and Secondary Education
Department of Education and Cultural affairs
Pierre, SD 57501
(605) 773-3218

TENNESSEE
Mr. Chester Hill
Chief, Federal Program Services
State Department of Education
1150 Menzler Road
Nashville, TN 37219
(615) 741-0628

TEXAS
Mr. Frank Contreras
Director
Division of Migrant Education Programs
Texas Education Agency
1701 North Congress
William B. Travis Building
Austin, TX 78701
(512) 463-9067

UTAH
Mr. Jerry Ortega
Director, Migrant Education Program
Utah State Office of Education
250 East 500 South
Salt Lake City, UT 84111
(801) 533-6082

VERMONT
Mr. Gerald Robinson
Director, Migrant Education Program
500 Dorset Street
South Burlington, VT 05401
(802) 658-6342

VIRGINIA
Mr. George Irby
Supervisor, Division of Compensatory Education, ECIA, Chapter I
State Department of Education
P.O. Box 60
Richmond, VA 23216
(804) 225-2911

WASHINGTON
Mr. Paul de la Rosa
Director, Supplementary Education Programs
Division of Instructional Programs and Services
Office of the Superintendent of Public Instruction
Old Capitol Building
Olympia, WA 98504
(206) 753-1031

WEST VIRGINIA
Dr. Edward J. Moran
Assistant Director
Compensatory Education & Supplementary Program
State Department of Education
Capitol Complex/Bldg. # 6, Rm. 252
Charleston, WV 25305
(304) 348-3368

WISCONSIN
Dr. Myrna Tonay
Special Department of Public Instruction
125 South Webster Street, Box 7841
Madison, WI 53707
(608) 266-2690

WYOMING
Mr. Lyle S. McInvin
Coordinator, Program Services for Instructionalized, Disadvantaged and Migrant
State Department of Education
Hathaway Building
Cheyenne, WY 82002
(307) 777-6239

BEST COPY AVAILABLE

Reading About Reading

Adams, Ann H. *Success in Reading and Writing Series.* Goodyear Books, Glenview Illinois.
Integration of language arts skills into the teaching of reading.

Cook, Ann, Meier, Deborah, and Miller, Florence. *Reading Tests: What Does That Score Mean.* North Dakota Study Group of Evaluation: Center for Teaching and Learning, University of North Dakota, Grand Forks, ND.

Kohl, Herbert. *Basic Skills,* 1982.

_____ *Reading, How To.* Dutton: Bantam Paperback, 1972.

Nessel, Denise and Margaret B. Jones. *The Language Experience Approach to Reading.* New York: Teachers College Press, 1981.

Silvaroli, Nicholas J. and Warren H. Wheelock. *Teaching Reading,* 1975.

Veatch, Jeannette. *Key Words to Reading: The Language Experience Approach Begins.* Columbus, Ohio: Charles E. Merrill, 1973.

More Reading About Reading and Writing

Asher, John. *Learning Another Language Through Actions.* Sky Oaks Productions. Background information and activities for a TPR approach to ESL.

Aukerman, Robert C. *Approaches to Reading.* New York: John Wiley and Sons, 1971.

Burg, Leslie A., Kaufman, Maurice, Korngold, Blanche and Kovner, Albert. *The Complete Reading Supervisor: Tasks and Roles.* Columbus, Ohio: Charles E. Merrill Publishing Company, 1978.

Dorsey, Mary E. *Language Arts Tutorial Handbook.* Florida State Department of Education, 1975.

Hall, Mary A. *Teaching Reading as a Language Experience.* Columbus, Ohio: Charles E. Merrill, 1970.

Idea Kit. Ballard and Tighe, Inc. c/o ARC Educational Sales, P.O. Box 14525, Long Beach, CA 90803.
ESL materials and resources.

Koch, Kenneth. *Wishes, Lies, and Dreams.* New York: Random House, 1970.

_____ *Rose, Where Did You Get That Red?* Random House, 1973.

Individualized Language Arts Project. Weehawken High School, Liberty Place, Weehawken, NJ 07087, 201-865-1506.

Johnson, D.W. and R.F. Johnson. *Learning Together and Alone.* Englewood Cliffs, NJ: Prentice Hall, 1975.

Lalas, Joselito W. "Teaching Reading to Limited-English Proficiency Students in a Second Language." Tacoma Public Schools, Tacoma, Washington, 1977.

Miami Linguistic Readers. D.C. Health and Company, Lexington, MA.
Reading series designed for Spanish speaking students.

Color Your Classroom. Mississippi Migrant Education, Mississippi Materials and Resource Center, Gulfport, MS.
Curriculum guides, with activities which are correlated to MSRTS skill lists.

National Assessment of Educational Progress. *Functional Literacy and Basic Reading Performance.* Washington, DC: US Office of Education, Department of Health, Education and Welfare, 1976.

Peabody Language Kits P-3. American Guidance Service, Inc., Publishers' Bldg., Circle Pines, MN 55014.
Resource kits.

Putting Words and Pictures About Schools into Print. National School Public Relations Association.

Quinn, Jim. *American Tongue and Cheek.* Random House, 1980. Don't be put off by the cute title. This is a wonderful debunking of pedantry, a defense of living language as the best arbiter of usage. Required reading for English teachers who may learn that their cherished notions of correctness are in fact misguided.

Your Guide to Better Publications, Purdue University Office of Publications.

Segal, Bertha. *Teaching English Through Actions.* Bertha Segal Inc., 1749 Eucalyptus Street, Brea, CA 92621.
TPR approach to teaching ESL.

Silvaroli, Nicholas J., Jann T. Skinner, and J.O. Maynes. *Oral Language Evaluation.* E.M.C. Corporation, Minnesota, 1977.

Stapp, William B. et al. *Outdoor Education's Role in Language Development.* Ohio, 1969.
Four workshop presentations about outdoor education techniques.

Thonis, Eleanor Wall. *Teaching Reading to Non-English Speakers.* New York: Macmillan Publishing Company, 1970.

Tutors need to view reading as an extension of language, not as a separate academic activity.
Nicholas J. Silvaroli

DISCLAIMER: Opinions expressed in the Mentor books are those of the individuals expressing them. These ideas reflect the informed opinions of experienced educators, to be adopted, adapted, or ignored according to your needs. These ideas do not represent official policy of the USDOE, the New York State Education Department, or the Mentor Project.

The Mentor Project is under the aegis of the New York State Department of Education's Migrant Unit, Richard A. Bove, Chief. Funding is from a 143 grant by the U.S. Department of Education. Mentor was conceived by Dr. William Q. Davis of Potsdam College. Mentor courses and materials were developed, written, and edited by Ken Lawless.

MENTOR: Migrant Educators' National Training OutReach

Correspondence Courses for College Credit in Migrant Education

Write MENTOR, Potsdam College, Potsdam, NY 13676 or call 315-267-2504

BEST COPY AVAILABLE